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1946

Service Paper.

Exercises for organization of reading material
in the social studies.



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Service Problem

EXERCISES FOR ORGANIZATION OF READING MATERIAL
IN THE SOCIAL STUDIES

Submitted by

Avis MacDonald

(B.S.Ed., State Teachers College, Bridgewater, 1941)

In partial fulfillment of requirements for
the degree of Master of Education

1946

Approved by

First Reader: Helen A. Murphy, Assistant Professor
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BOSTON UNIVERSITY

SCHOOL OF EDUCATION

Services Problem

School of Education

Gladys MacDONALD

August 30, 1946

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Submitted by

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In partial fulfillment of requirements for

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First Reader: William A. ...
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ACKNOWLEDGEMENTS

The author wishes to express her sincere appreciation to Dr. Helen Murphy for her help in planning and her guidance and many suggestions necessary to carry out this problem.

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CHAPTER I

INTRODUCTION AND PREVIOUS RESEARCH

The purpose of this paper is to construct a workbook of various types of exercises in organization of reading matter to help intermediate grade pupils to read with greater understanding and to ultimately improve their written recall. The subject-matter content of these exercises is Social Studies material for the middle grades.

It is the opinion of the author that many pupils seem to meet with difficulty in understanding the Social Studies work for the intermediate grades. Students who previously have achieved at least average success in reading, appear to be unable to interpret many passages found in the history or geography text books, with the consequent result of poor written recall. The frequent appearance of a great many facts and new words make it indeed difficult for the average and slower learning child to understand the material at hand.

Fleming ^{1/} states that "As the uses and applications of reading have expanded during recent years, two very signifi-

^{1/} John P. Fleming, Developing Study Skills in Middle Grade Reading, Thesis, Boston University School of Education, 1932, pp.5 and 6.

cant facts have been discovered through careful studies and experiments.

1. General training in reading does not insure efficiency in all forms and purposes of reading required in content subjects. There is some transfer to be sure, but the only guarantee of efficiency in specific reading situations is well-planned guidance and training until adequate attitudes and habits have been developed.
2. Purposes, forms and applications of reading differ greatly in different subjects. Large increases in comprehension were secured when specific training was introduced.

Various investigations showed that the pupil given special remedial instruction made greater progress in ability to interpret words, sentences, and paragraphs. It has also been shown that drill in reading for specific aims, in order to be effective, must be consistent and regular."

Pressey ^{1/} thinks that much of the difficulty which pupils have in studying their text books is due to lack of knowledge of the important more or less technical words in a subject, and that a vocabulary must be developed for each subject.

Yoakum ^{2/} lists as one of his specific reading skills ".....essential organization of an article or chapter for outline or summarizing the content." He believes the ability

^{1/} L. C. Pressey, S. L. Pressey, "A Critical Study of the Concept of Silent Reading Ability", Journal of Educational Psychology, (January, 1925) pp.25-31.

^{2/} Gerald A. Yoakum, More Effective Study Through Better Reading Habits, The Macmillan Co., New York, 1929.

to organize is closely linked up with the ability to comprehend "and it is difficult to find a situation in which comprehension is clearly separated from organization ability."

Briggs ^{1/} states, "We ought to train children to have the habit of organizing facts worth retaining. A summary is a good thing and an organized topical outline is a good way to organize facts."

According to Jorgensen ^{2/} the grouping of related details into larger and larger units until the whole selection has been systematically arranged with a definite thought sequence running through it all, constitutes organization in reading.

"It is not only selecting important facts but neglecting unimportant details. Organization is not only a making of outlines and summaries and preparing questions, it is also a sifting process to retain the nuggets which the sand may contain," he says. "As organization of material is a vital part of the process of studying, evidence of investigators shows there is need for teaching pupils how to organize material in reading. Teachers of upper grades find pupils lacking in the ability to choose the essential core of the material, though they read understandingly and speedily even. There is little evidence of real ability to weigh the value of reading matter even when wholly within the vocabulary limits and mental grasp of the pupils."

^{1/} T.H. Briggs, "The Right Way to Read", Education (May, 1913) pp. 559-562.

^{2/} A.N. Jorgensen, Iowa Silent Reading Examination, University of Iowa, 1927, p.27.

Smith ^{1/} says, "The successful study of content subjects such as history and geography is conditioned largely by the ability to read effectively. The need for better methods of training the child to get the thought from the printed page is generally recognized, and scientific investigation has proved that extensive practice in silent reading is the best means of accomplishing this end. Research has shown a high correlation to prove that the child who gets the most out of his reading makes the best progress in other subjects. The chief emphasis now is placed upon the training of the child to get the complete thought from the page and to get it as quickly and accurately as possible."

Salisbury ^{2/} believes that the basis of thinking and of study is discrimination - the selection of ideas according to their value of importance for one's needs.

Reed ^{3/} claims, "Organization is the relation of facts to some purpose, meaningful experience, or desired result. Difficulty in writing is due to the inability to see or think of a series or related points."

Browne ^{4/} realizes that the technique of classification is a thought provoking process and has proved successful in the growth of vocabulary and the arrangement of ideas in order. She believes it is a challenging tool to make pupils think and it holds their interest.

1/ Nila Banton Smith, One Hundred Ways of Teaching Silent Reading for All Grades, World Book Co., 1932.

2/ Rachel Salisbury, Better Work Habits in College, Scott Foresman and Co., 1933, p. 3.

3/ Homer B. Reed, Psychology of Elementary School Subjects, Ginn and Co., p. 5.

4/ Mary E. Browne, Exercises in Classification to Stimulate Thought and Develop Paragraph Sense, unpublished Service Paper, Boston University, School of Education, 1945

Hovious ^{1/} says, "A good reader must see both the general plan and the little details." She offers these four steps as aids to better reading.

1. Collect an array of facts.
2. Take clues and build them into a picture in your mind.
3. Relate facts to what you already know.
4. Make conclusions.

Russell, Karp, and Kelly^{2/} state, "In organizing a selection the best plan is to read it through quickly to get an idea of the whole selection. A second reading should be slower and the main topics and sub-topics noted. The notes must then be organized into topics and sub-topics to get once again an idea of the whole selection."

Phipps ^{3/} found that a pupils ability to reproduce factual material depends upon his or her ability to perceive similarities between ideas expressed differently, to detect cause and effect relationships, and to select the central idea from a group of ideas."

^{1/} Carol Hovious, Following Printed Trails, D.C. Heath and Co. p.251.

^{2/} D.H. Russell, E.E. Karp, E.I. Kelly, Reading Aids Through the Grades, Teachers College, Columbia University, New York, 1938.

^{3/} William R. Phipps, An Experimental Study in Developing History Reading Ability With Sixth Grade Children Through Development of History Vocabulary, John Hopkins Press, Baltimore, 1940, pp.21-25

Brooks ^{1/} finds that there are three important processes necessary for the comprehension of sentences and paragraphs.

1. The reader must select the word meanings that fit the present context.
2. The reader must give each word proper emphasis in relation to every other word in the sentence or paragraph.
3. The reader must select the right relational element, that is, the parts of the selection that are significant for him and the purpose at the particular time.

He also feels that even if a child knows the meaning of each word he may not know the meaning of a sentence or paragraph. The importance of words varies in a selection and the manner in which they are put together, the nature of the relations expressed, help determine the meaning of a sentence or paragraph.

Skahan ^{2/} believes it is important to get the gist of the meaning of a selection being read, and that it is an evidence of maturity in reading to reflect about the author's thought. She suggests this plan.

1. Study the title for cue to main idea.
2. Read carefully one or two paragraphs.
3. Read carefully the topic sentences of the paragraphs.
4. Read carefully to find how the author arrives at the point.

^{1/} F.D. Brooks, The Applied Psychology of Reading, D. Appleton and Co.

^{2/} Mary Gertrude Skahan, Improving Reading Comprehension in the Social Studies, Service Problem, Boston University School of Education, 1945, pp.v and vi.

5. Reread for main ideas. the lack of organizing

"Finding the supporting details is important in all reading," says she. "The pupil should be able to discard those thoughts of explanation, illustration, emphasis, or elaboration, that is, to filter the facts and separate real evidence from what the author just thinks or feels."

A statement by Germane and Germane ^{1/} would seem to substantiate this last idea. "Pupils must be convinced that getting the author's meaning from the printed page is quite different from repeating expressions found there." They continue, "The ability to organize reading material must be taught," and present the following skills necessary for organizing.

1. The ability to find the central thought in a paragraph.
2. The ability to find relations between sentences in a paragraph.
3. The ability to effect eliminations and interpretations that will yield a brief, comprehensive, unified outline.

Yoakum ^{2/} lists the following reasons as among the difficulties in comprehending; "Pupils cannot distinguish the central idea from the details, cannot sense the author's purpose, and cannot sense the author's organization."

If children were taught that the essential idea of most sentences, paragraphs, or selections can be found by asking

^{1/} Germane and Germane, Silent Reading, Rowe, Peterson, and Co. 1922, p.74.

^{2/} Gerald A. Yoakum, op. cit.

who, what, where, when, how, or why, the task of organizing reading matter might prove less difficult for them.

In summarizing, many authors on the subject of reading are agreed that the ability to organize material read is one of the most important study skills that should be taught.

If a pupil is to comprehend well and is to be able to recall that which he has read, it is necessary to make him aware of the main ideas and supporting details in any type of selection he may read and to teach him to arrange these items in order.

The primary purpose of these exercises is to provide practices to aid in developing a necessary reading skill - organization of matter read. The field of Social Studies as the content material was chosen to provide further practices for the pupil by applying a specific reading skill to a specific content area. This method should also help indicate to the pupil one purpose and necessity for learning definite reading skills.

When taught in isolation, many pupils seem to find it difficult to understand why they should learn a particular skill or habit. If they are shown that it can be transferred or applied to a certain learning task in a content subject, and used to work for them in accomplishing this task, the necessity for acquiring this skill has more real meaning for them.

CHAPTER II

ORGANIZATION OF WORKBOOK

Subject-matter content and criteria.-- The material used as a basis for the following workbook of exercises in organization is Social Studies material for the intermediate grades.

The primary purpose of these exercises is to provide practices to aid in developing a necessary reading skill - organization of matter read. The field of Social Studies as the content material was chosen to provide further practices for the pupil by applying a specific reading skill to a specific content area. This method should also help indicate to the pupil one purpose and necessity for learning definite reading skills.

When taught in isolation, many pupils seem to find it difficult to understand why they should learn a particular skill or habit. If they are shown that it can be transferred or applied to a certain learning task in a content subject, and made to work for them in accomplishing this task, the necessity for acquiring this skill has more real meaning for them.

Surely the average student would be eager for training in skills once he realizes that by knowing how to organize well the material at hand, he may accomplish his history or geography in half the time, that his comprehension would be greater, and that his grades would profit, not to mention his increased pleasure in the subject because of his increased understanding.

No attempt has been made to correlate these exercises with any specific middle-grade text-book, geography or history. Most current Social Studies texts have an accompanying workbook of exercises employing written recall of some sort, such as multiple choice items, completion, true-false statements, or matching sets. Naturally these drills are based on the acquisition of geography or history facts.

It is not the aim of the exercises in the following workbook to test for Social Studies facts, But rather if given these facts, to provide the pupil with practices for organizing them, which in turn would aid him in doing the written recall items of the regular geography or history workbook. In brief, this workbook might be used as preparatory material for the commercial exercises, or as a general aid for classes provided with the texts only. It might also serve a purpose as a reading workbook.

The plan of middle-grade geography as indicated by several textbooks in this area, is in general the study of continents of the eastern hemisphere as one group, and the study of North and South America as another group, or the last two as individual courses.

In order to delimit the problem somewhat, the exercises presented here are based on the continents of the Old World. Certain aspects of the history of grades four, five, and six are concerned with the same geographical location, and therefore drills pertaining to such will be combined with the corresponding geography drills, resulting in a unification of the Social Studies.

A general outline plan follows:

I Africa

North Africa and Sahara

Belgian Congo Region

South Africa

II Asia

Southwestern Asia

South Central Asia

China

Japan

Southeastern Asia

III Europe

British Isles

Scandinavian Peninsula

France and Lowland Countries

North Central Europe

Mountain Countries

Balkans

Mediterranean Lands

Russia

IV Australia

As much of the vocabulary of the average middle-grade Social Studies textbooks is new to the pupils and difficult for them to understand, an attempt has been made to simplify the vocabulary so that both the bright and the slow child alike will be able to comprehend and use the following drills. Sentences and paragraphs have been constructed on an intermediate level of difficulty, but are not involved nor built with any intention of confusing the pupil by making it necessary to grope for the meaning or thought.

Only topics of significance and major importance have been used in the construction of the paragraphs, such as the climate, rainfall, and topography of an area; the people - race, nationality, dress, education; transportation and trade; agricultural products and industries; government; any subject peculiar to a particular place.

Several intermediate-grade geography and history textbooks were consulted for the verification of factual matter presented in the makeup of the paragraphs in the exercises. These sources are listed in the bibliography. Unless otherwise indicated, however, the actual paragraph construction is original.

Limitations.-- There are a few instances where the author does not feel certain as to the correctness of facts. In the continent of Europe where the boundaries of different countries are changing or may be changed according to peace treaties not yet formulated after the close of World War II, places listed as countries in the exercises of this workbook may not be separate countries in the future. The same holds true for areas in the Near East and Central Asia where a state or division of a country may be trying to claim independence. On two or three occasions various sources were consulted to verify one single fact and varying opinions were found among those sources. In such cases the thought held by the majority was used.

After resorting to reference material for facts, it seemed difficult to restate them, keeping the idea, yet not using the same wording. Any similarity in the structure of single sentences in the exercises presented here and any of the source material used is indeed unintentional.

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Types of exercises.-- Whenever possible, exercises have been constructed so that they lend themselves to the use of objective means of recording answers, such as multiple choice, matching, evaluation, and listing in correct categories. This not only allows for ease in answering for the pupil, but facilitates checking for the teacher. Drills of similar type are repeated at intervals to afford an opportunity for continued practice.

Within each geographical area the exercises are arranged more or less in order of difficulty. It is hoped that anyone using this workbook would provide additional drills of each kind. These presented here may be considered as samples of the kinds of practices that may be given to help develop silent reading skills in a content subject.

Sample list of types of exercises:

1. Classifying names of persons, places or things into correct categories.
2. Alphabetizing.
3. Word meanings.
4. Matching headlines and paragraphs.
5. Locating the central thought of a paragraph.
6. Finding topic sentences.
7. Jumbled paragraphs to separate and arrange in order.
8. Outlining and idea lines.
9. Evaluating major and minor topics.

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6. Finding topic sentences.
7. Jumbled paragraphs to separate and arrange in order.
8. Outlining and idea lines.
9. Evaluating major and minor topics.

10. Locating details.
11. Finding thought patterns.
12. Classifying material as to types - descriptive, explanatory, factual, and the like.
13. Summarizing.

Examples of exercises:

1. Classifying names into correct categories.

Using a class-book map of Africa, arrange the names in the following list under the proper headings.

Alexandria	Cairo	Nile
Alger	Monrovia	Senegal
Algeria	Morocco	Shari
Anglo-Egyptian Sudan	Niger	Tripoli
Aswan	Nigeria	Tunis

Countries

Cities

Rivers

Aden

Aden

Aden

Aden

Aden

Aden

Aden

Aden

Aden

Aden

2. Alphabetizing.

Directions; Build your own "little dictionary" by arranging the following list of words in correct alphabetical order.

Cities of Africa

Alphabetical Order

Cairo

Aswan

Alexandria

Tripoli

Fez

Dakar

Tunis

Monrovia

Timbuktu

Algiers

Leopoldville

Addis Ababa

Khartum

Livingstone

Salisbury

Zomba

Mozambique

Cape Town

Durban

Johannesburg

Kimberley

3. Word meanings. ~~use~~ and paragraphs.

Directions; Using both the index and the glossary in your geography textbook, find and write the meaning or definition of each word.

~~name that you think would make the best headline for it.~~

Name

Definition

taiga

jute

monsoon

caviar

alluvial

durra

acacia

siroccos

copra

alabaster

loess

fiords

peasants

kaolin

Cossacks

polders

wadi

moors

mosaics

coolies

savannas

Headlines

1. The Sphinx
2. Pyramids
3. Ancient Egyptian Wonders
4. Stone Carvings

4. Matching headlines and paragraphs.

Read the following selection and draw a line under the name that you think would make the best headline for it.

More than 3000 years ago the Egyptians carved many beautiful statues from stone. The Sphinx is one of these large stone carvings, built in the desert of North Africa and still standing today. It has the head of a man and the body of a lion. There are ruins of a building between the paws. Built also during this same long-ago era were the Pyramids, which were tombs erected by the kings of Egypt as their final burial place. The sides are triangular in shape and built of huge blocks of stone. Inside are found several rooms where the dead of a royal family were buried, with the possessions it was thought they would need in the next life.

Headlines

1. The Sphinx
2. Pyramids
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Headlines

1. The Sphinx
2. Pyramids
3. Ancient Egyptian Wonders
4. Stone Carvings

Many of the drills were tried out in the construction stage on a small class as the various units in the Social Studies were taught. Additions, omissions, or such vocabulary changes as seemed wise were then made before the final exercises were produced.

It was discovered that many of the pupils experienced difficulty in reading maps, that is they had not learned to differentiate between the types of printing representing countries, cities, and rivers. This condition necessitates teaching that information before the exercises can be done with any degree of accuracy.

WORKBOOK

WORKBOOK

EXERCISES FOR ORGANIZATION OF READING MATERIAL
IN THE SOCIAL STUDIES

WORKBOOK

EXERCISES FOR ORGANIZATION OF READING MATERIAL
IN THE SOCIAL STUDIES

FOREWORD

It is the purpose of this workbook to present various types of exercises in organization of reading matter in the Social Studies to help intermediate-grade pupils to read with greater understanding and ultimately to improve their written recall.

No attempt has been made to correlate these drills with any specific middle-grade textbook, geography or history. It is not the aim of the exercises in the workbook presented here to test for Social Studies facts, but rather if given these facts, to provide the pupil with practices for organizing them. In brief, this workbook might be used as preparatory material for the commercial workbook or as a general aid for classes provided with texts only. It might also serve a purpose as a reading workbook.

The subject matter contained herein is concerned with the continents of the Eastern Hemisphere. Only topics of significance and major importance have been used in the construction of the paragraphs, such as the climate, rainfall, and topography of an area; the people--race, nationality, dress, education; transportation and trade; agricultural products and industries; government; or any subject peculiar

to a particular place.

Drills of a similar type are repeated at intervals to afford an opportunity for continued practice.

Within each geographical area the exercises are arranged more or less in order of difficulty. It is hoped that anyone using this workbook would provide additional exercises of each kind. These presented may be considered as samples of the sort of practices that may be given to develop silent-reading skills in a content subject.

Some examples of the types of exercises employed are alphabetizing, finding word meanings by use of a glossary, classifying names into correct categories, separating jumbled paragraphs and arranging sentences in order, matching headlines and paragraphs, finding topic sentences, and other similar types.

The exercises in this workbook are drills in organizing reading material. It is hoped that continued practice of this type will be an aid in accomplishing the reading skills mentioned above. When you have become successful at this, reading will be much more fun for you.

A.H.

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alphabetizing, finding word meanings by use of a glossary,

classifying names into correct categories, separating jumbled

paragraphs and arranging sentences in order, matching head-

lines and paragraphs, finding topic sentences, and other simi-

lar types.

WORD TO THE PUPILS

This workbook is planned to help you to become a better reader. To be a good reader you must understand that which you read. You must know the meanings of the words in a sentence or where to find them if you do not already know. You must know the meaning of the sentence as a whole and understand its importance in a paragraph.

It is necessary to be able to discover the main idea of a paragraph and its supporting details. It is also necessary to determine the central thought of an entire selection and to do it as rapidly as possible. Once you have acquired these skills you will have the power to read and understand so that you may summarize a selection or answer correctly questions concerning it.

The exercises in this workbook are drills in organizing reading material. It is hoped that continued practice of this type will be an aid in accomplishing the reading skills mentioned above. When you have become successful at this, reading will be much more fun for you.

A.M.

AFRICA

Alphabetizing.-- If you wished to find the word classify in the dictionary, you would look for it under the words that begin with "c". It is important to know where to look in the dictionary to find a word. In the left-hand column below you will find a list of words in jumbled order. In the right-hand column you will see these words as they would appear in a dictionary. This is a sample to help you do the same.

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	Hungary	
	Lucerne	
	Moravia	
	Prague	
	Switzerland	
	Transylvania	
	Vienna	
	Yugoslavia	
	Zurich	

AFRICA

Alphabetizing.-- If you wished to find the word classify in the dictionary, you would look for it under the words that begin with "c". It is important to know where to look in the dictionary to find any word. In the left-hand column below you will find a list of words in jumbled order. In the right-hand column you will see these words as they would appear in a dictionary. This is a sample to help you do the African names.

<u>Names</u>	<u>Alphabetical Order</u>
Bern	Alps
Hungary	Austria
Switzerland	Bern
Budapest	Bucharest
Yugoslavia	Budapest
Transylvania	Danube
Prague	Hungary
Danube	Lucerne
Zurich	Moravia
Vienna	Prague
Alps	Switzerland
Lucerne	Transylvania
Bucharest	Vienna
Austria	Yugoslavia
Moravia	Zurich

Exercise 1.

Directions; Build your own "little dictionary" by arranging the following list of words in correct alphabetical order.

Countries of AfricaAlphabetical Order

Belgian Congo

French West Africa

Anglo Egyptian Sudan

Ethiopia

Italian Somaliland

Nigeria

Morocco

Tunisia

Egypt

Libia

Algeria

Liberia

French Equatorial Africa

Tanganyika Territory

Angola

British Somaliland

Uganda

Kenya

Rhodesia

Mozambique

Buchunaland

Exercise 2.

Do this exercise in the same manner as the last.

Cities of Africa Alphabetical Order

Cairo This is a list of words. If you were asked to

arrange these words in groups according to the kind of things

they are, you could easily see that you would have a group of

fruits, a group of vegetables, and another of nuts.

Tunis	corn	plum
Algiers	orange	radish
Fez	peanuts	walnut
Dakar		
Monrovia	<u>Vegetables</u>	<u>Fruits</u>
Timbuktu	beans	acorn
Leopoldville	corn	peanuts
Addis Ababa	radish	walnut

Exercise 3.

Khartum

Livingstone

Salisbury

Zomba

Mozambique

Cape Town

Durban

Johannesburg

Kimberley

Gambia	Mali
Monrovia	Senegal
Morocco	Shari
Sudan	Tripoli
Niger	Togo
Nigeria	

AFRICA

NORTH AFRICA

Classification of names into correct groups.

Following is a list of words. If you were asked to arrange these words in groups according to the kinds of things they are, you can easily see that you would have a group of fruits, one of vegetables, and another of nuts.

acorn	corn	plum
apple	orange	radish
beans	peanuts	walnut
<u>Fruits</u>	<u>Vegetables</u>	<u>Nuts</u>
apple	beans	acorn
orange	corn	peanuts
plum	radish	walnut

Exercise 3.

This exercise is done in the same way. Using your class-book map of Africa, arrange the names in the list under the proper headings. This time you are given the titles of the groups. Later you will be asked to name the kinds of things listed.

Alexandria	Cairo	Nile
Alger	Monrovia	Senegal
Algeria	Morocco	Shari
Anglo-Egyptian Sudan	Niger	Tripoli
Aswan	Nigeria	Tunis

CountriesJumbled SentencesCitiesRivers

Here are two stories that are mixed up together. The idea is to separate them so that there are two sensible paragraphs. To make it easier, each sentence has been numbered, and the numbers that belong together are listed in groups after the paragraph. Use this as a sample to refer to.

1. More than 3000 years ago the Egyptians carved many beautiful statues from stone. 2. The suburbs of North Africa are inhabited mostly by Arabs. 3. The Sphinx is one of these large stone carvings. 4. It was built in the desert of North Africa and is still standing today. 5. Many French have settled in large areas, and Italians are found in Tunisia. 6. It is the head of a man and the body of a lion. 7. A few scattered settlements of white people, known as Berbers, live in the mountain areas of Morocco.

Story AStory B

1.

2.

3.

3.

4.

4.

5.

5.

6.

6.

7.

7.

Jumbled Stories

Here are two stories that are mixed up together. The idea is to separate them so that there are two sensible paragraphs. To make it easier, each sentence has been numbered, and the numbers that belong together are listed in groups after the paragraph. Use this as a sample to refer to.

1. More than 3000 years ago the Egyptians carved many beautiful statues from stone. 2. The countries of North Africa are inhabited mostly by Arabs. 3. The Sphinx is one of these large stone carvings. 4. It was built in the desert of North Africa and is still standing today. 5. Many French have settled in large areas, and Italians are found in Tunisia. 6. It is the head of a man and the body of a lion. 7. A few scattered settlements of white people, known as Berbers, live in the mountain areas of Morocco.

Story A

Story B

1. This makes the soil fertile all the time. 2. These 3. also become hotter as they near the 4. equator and take soil 5. from the land, making it 6. impossible for much vegetation 7. to grow. 8. More land is needed, so much of the Nile water is held back by dams and carried in canals to parts not reached by floods.

Paragraph A

Paragraph B

Exercise 4.

Jumbled Paragraphs

Directions: The following selection is made up of two separate ideas or topics. Each sentence is numbered. List all the numbers that go together to make one story under the heading "Paragraph A", and all of those that tell another story under "Paragraph B".

1. Egypt is a large oasis in the Sahara Desert. 2. It receives its water supply from the Nile River. 3. The Sahara has large areas of bare rock and large areas of piles of sand. 4. Desert animals are fitted by nature so that they can store water and fat for periods when they must do without food and drink. 5. When the Nile overflows its banks once a year, it leaves rich deposits of mud. 6. This desert is caused by the winds blowing across Africa from east to west. 7. They can also eat coarse food found in this area. 8. Because of the large food supply available here, there is a dense population. 9. This makes the soil fertile all the time. 10. These winds become hotter as they near the Equator and take moisture from the land, making it impossible for much vegetation to grow. 11. More land is needed, so much of the Nile water is held back by dams and carried in canals to parts not reached by floods.

Paragraph A

Paragraph B

Exercise 4.

Jumbled Paragraphs

Directions: The following selection is made up of two separate ideas or topics. Each sentence is numbered. List all the numbers that go together to make one story under the heading "Paragraph A", and all of those that tell another story under "Paragraph B".

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Paragraph B

Paragraph A

Exercise 5.

Headlines

Suppose you were to pick up a newspaper that had many columns of news items but no headlines to tell you what each article was about. You probably would not bother to read the paper. Read the following selection and draw a line under the name that you think would make the best headline for it.

More than 3000 years ago the Egyptians carved many beautiful statues from stone. The Sphinx is one of these large stone carvings, built in the desert of North Africa and still standing today. It has the head of a man and the body of a lion. There are ruins of a building between the paws. Built also during this same long-ago era were the Pyramids, which were tombs erected by the kings of Egypt as their final burial place. The sides are triangular in shape and built of huge blocks of stone. Inside are found several rooms where the dead of a royal family were buried, together with the possessions it was thought they would need in the next life.

Headlines

1. The Sphinx
2. Pyramids
3. Ancient Egyptian Wonders
4. Stone Carvings

Exercise 5.

Headlines

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Headlines

1. The Sphinx
2. Pyramids
3. Ancient Egyptian Wonders
4. Stone Carvings

Exercise 6.

Outlining

As you read the next paragraph you will quickly see that it is about the peoples of the countries of North Africa. Can you fill in the partial outline at the close of the paragraph ?

The countries of North Africa are inhabited mostly by Arabs. Many French have settled in large area, and Italians are found in Tunisia. A few scattered settlements of white people, known as Berbers, live in the mountain areas of Morocco.

A. Peoples of North Africa.

1.

2.

3.

a.

4.

a.

Exercise 7.

Topic Sentences

Read the following paragraph.

The streets of Yumen are indeed crowded and busy!

Men hurry back and forth. Some carry bundles and boxes on their backs. In an open space before the inn, camels are kneeling to receive their loads. Quickly the boxes and bundles are changed from the shoulders of the men to the backs of the animals. When the load has been fastened, the camel rises to take its place in the line that is being formed. 1/

The sentence that is underlined is the topic sentence. It explains the subject of the paragraph. The topic sentence may be found at the beginning, in the middle, or at the end of a selection. There is no rule as to its placement. Now read the next paragraph, which is very brief, and draw a line under what you consider to be the topic sentence.

For more than 1000 years North Africa was ruled by the Arabs. Now most of this area is governed by France. Italy rules Libya, while other small sections are controlled by committees whose members are from various European countries.

1/ Edna McGuire, The Past Lives Again, Macmillan Co., 1943, p.128.

Exercise 7.

Topic Sentences

Read the following paragraph.

The streets of Tunis are indeed crowded and busy! Men hurry back and forth. Some carry bundles and boxes on their backs. In an open space before the inn, camels are kneeling to receive their loads. Quickly the boxes and bundles are changed from the shoulders of the men to the backs of the animals. When the load has been fastened, the camel rises to take its place in the line that is being formed.

The sentence that is underlined is the topic sentence. It explains the subject of the paragraph. The topic sentence may be found at the beginning, in the middle, or at the end of a section. There is no rule as to its placement. Now read the next paragraph, which is very brief, and draw a line under what you consider to be the topic sentence.

For more than 1000 years North Africa was ruled by the Arabs. Now most of this area is governed by France. Italy rules Libya, while other small sections are controlled by committees whose members are from various European countries.

John McGraw, The Fast Lives Again, Macmillan Co., 1943, p. 128.

BELGIAN CONGO REGION

Exercise 8.

Classification

Directions: Making use of your map of Africa, determine what kinds of places are listed, then put each name in its correct class. If you have forgotten how to do this work look back at Exercise 3.

Boma

Congo

Leopoldville

Nairobi

Nyasa

Stanleyville

Tanganyika

Ubangi

Victoria

Zanzibar

BELGIAN CONGO REGION

Exercise 8.

Classification

Directions: Making use of your map of Africa, determine what kinds of places are listed, then put each name in its correct class. If you have forgotten how to do this work look back at Exercise 3.

Boma	Stanleyville
Congo	Tanganika
Leopoldville	Ubangi
Nairobi	Victoria
Nyas	Zanzibar

Exercise 9.

Jumbled Paragraphs

Directions: In the following paragraph there are two main ideas. Each sentence is numbered. List together all of the numbers that tell about one topic under "A" and all those that tell about the other under "B".

1. An important tree that is found in the equatorial rain forest region of Africa is the oil palm. 2. The cacao beans are cut from the fruit and dried. 3. This kernel gives much oil, also. 4. The cacao plant is another product of importance in this area. 5. The oil from the palm is used not only in Africa but all over the world. 6. In the center of the fruit there is a nut which has a kernel. 7. It has large bunches of fruit which, when boiled, bring out the oil in the fruit. 8. It grows well in the heat and the dampness, and the absence of wind prevents the fruit from being blown off the trees. 9. Much of the world receives its cacao from Africa.

Topic "A"Topic "B"

Exercise 10.

Headlines

Read this selection and draw a line under your choice for the best headline.

The Belgian Congo region is not thickly populated because the climate is extremely hot and wet. The few native tribes that live there are uneducated and backward. Even such savage customs as cannibalism are still practiced, and the natives are as yet mostly pagans in spite of the efforts of many Christian missionaries who have gone there. Although a colony of Belgium, the native chiefs really do the ruling over their own tribes.

Headlines

1. Belgian Congo Climate
2. Natives of Belgian Congo
3. Government in Belgian Congo
4. Native Customs and Rule in Belgian Congo

Exercise 10.

Headlines

Read this selection and draw a line under your choice for the best headline.

The Belgian Congo region is not thickly populated because the climate is extremely hot and wet. The few native tribes that live there are uneducated and backward. Even such savage customs as cannibalism are still practiced, and the natives are as yet mostly pagans in spite of the efforts of many Christian missionaries who have gone there. Although a colony of Belgium, the native chiefs really do the ruling over their own tribes.

Headlines

1. Belgian Congo Climate
2. Natives of Belgian Congo
3. Government in Belgian Congo
4. Native Customs and Life in Belgian Congo

Exercise 11.

Topic Sentence

In the space below this paragraph write the sentence that you think is its topic sentence.

In the Belgian Congo region of Africa, the Congo River is the most widely used means of transportation. But there are many places along the course of the river where water transportation is halted because of falls and rapids. Here railroads have been built, but often transportation is slow. This is because of the extremely dense tropical forests and the unevenness of the land.

Ideas

1. Livingstone and Stanley spent many years exploring Africa and gave the information they found to the world.
2. Although they met many hardships they were rewarded by their discoveries and progress with the natives.

Exercise II.

Topic Sentence

In the space below this paragraph write the sentence that you think is the topic sentence.

In the Belgian Congo region of Africa, the Congo River is the most widely used means of transportation. But there are many places along the course of the river where water transportation is halted because of falls and rapids. Here railroads have been built, but often transportation is slow. This is because of the extremely dense tropical forests and the unevenness of the land.

Idea Lines

You have already had a chance to do some work in making outlines. Idea lines are much the same. Each time you must read the selection carefully, then write down the ideas that were presented. Here is a sample worked out for you. Refer to it whenever you need to.

Two men responsible for much of the information the world has today concerning interior Africa are David Livingstone and Henry Stanley. These men gave many years to exploring the wilds of the "Dark Continent". They encountered severe hardships cutting their way through the jungles, being attacked by savage natives, and contracting diseases. But they fought on and were rewarded when they discovered lakes and rivers, established trading centers, and Christianized many of the natives.

Ideas

1. Livingstone and Stanley spent many years exploring Africa and gave the information they found to the world.
2. Although they met many hardships they were rewarded by their discoveries and progress with the natives.

Idea Lines

You have already had a chance to do some work in making outlines. Idea Lines are much the same. Each time you must read the selection carefully, then write down the ideas that were presented. Here is a sample worked out for you. Refer to it whenever you need to.

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Idea

1. Livingstone and Stanley spent many years exploring Africa and gave the information they found to the world.
2. Although they met many hardships they were rewarded by their discoveries and progress with the natives.

Exercise 12.

Idea Lines

List the main ideas of this paragraph in the space below. Practice re-telling the paragraph just from your idea lines.

Low plateau area, covered with thick rain forests and jungles, lies along the banks of the Congo River. The forests are hot and damp. Because there are so many trees growing very close together, the sunlight cannot get through to the ground, thus making the forests dark indeed. This is just the kind of home that insects and many wild animals enjoy.

Exercise 12.

Idea Lines

List the main ideas of this paragraph in the space below. Practice re-telling the paragraph just from your idea lines.

Low plateau area, covered with thick rain forests and jungles, lies along the banks of the Congo River. The forests are hot and damp. Because there are so many trees growing very close together, the sunlight cannot get through to the ground, thus making the forests dark indeed. This is just the kind of home that insects and many wild animals enjoy.

SOUTH AFRICA

Exercise 13.

Classification

Directions: Place the names in the following list under the correct headings. Of course you may use your map of Africa to help you. Watch the type of print and the key with the map as aids in deciding under which group a word belongs.

Angola	Kimberley	Port Elizabeth
Bechuanaland	Limpopo	Rhodesia
Benguela	Livingstone	Southwest Africa
Capetown	Mozambique	Union of South Africa
Johannesburg	Orange	Zambezi

CountriesCitiesRivers

SOUTH AFRICA

Exercise 13.

Classification

Directions: Place the names in the following list under the correct heading. Of course you may use your map of Africa to help you. Watch the type of print and the key with the map as aids in deciding under which group a word belongs.

<u>Countries</u>	<u>Cities</u>	<u>Rivers</u>
Angola	Kimberley	Port Elizabeth
Bechuanaland	Livingstone	Rhodesia
Benguela	Mosambicus	Southwest Africa
Cape Town	Orange	Union of South Africa
Johannesburg		Zambezi

Exercise 14.

Jumbled Paragraphs

Directions: List together the numbers of the sentences that make a sensible story. You will find two stories on this page.

1. Most of the fine diamonds used for jewelry come from South Africa. 2. There are many large, wild animals in British East Africa. 3. They are separated from the clay and rocks by being placed on a greased surface. 4. When found in the clay-like earth, the diamonds look like shiny pebbles mixed with other rock. 5. Some of these are elephants, kangaroos, buffalo, and lions. 6. The diamonds stick to the grease and the other materials present do not. 7. The elephants are not tamed but the tusks are used for their ivory. 8. Giraffes found here are nearly twenty feet tall.

Story "A"

Story "B"

Exercise 14.

Jumbled Paragraphs

Directions: List together the numbers of the sentences that make a sensible story. You will find two stories on this page.

1. Most of the fine diamonds used for jewelry come from South Africa.
2. There are many large, wild animals in British East Africa.
3. They are separated from the clay and rocks by being placed on a greased surface.
4. When found in the clay-like earth, the diamonds look like shiny pebbles mixed with other rock.
5. Some of these are elephants, kangaroos, buffalo, and lions.
6. The diamonds stick to the grease and the other materials present do not.
7. The elephants are not tamed but the tusks are used for their ivory.
8. Diamonds found here are nearly twenty feet tall.

Story "B"

Story "A"

Exercise 15.

Outlining

Read the following paragraph and then see if you can fill in the missing parts of the outline below.

The white population of South Africa is composed of Dutch people who are farmers, and English people who are miners. But there are three times as many native colored people as whites. These natives engage in agriculture. Nearly all of South Africa is part of the British Empire, but there are several kinds of government here. One colony is almost independent, another is a protectorate, and still another has been ruled by a mandate of several European countries.

A. White population

1.

a.

2.

a.

B.

1.

2.

C.

1.

2. Protectorate

3.

Exercise 18.

Outlining

Read the following paragraph and then see if you can fill in the missing parts of the outline below.

The white population of South Africa is composed of Dutch people who are farmers, and English people who are miners. But there are three times as many native colored people as whites. These natives engage in agriculture. Nearly all of South Africa is part of the British Empire, but there are several kinds of government here. One colony is almost independent, another is a protectorate, and still another has been ruled by a mandate of several European countries.

A. White population

1.

2.

3.

4.

B.

1.

2.

C.

1.

2. Protectorate

3.

Central Thought

Surely each one of you knows what a bicycle wheel looks like. You will recall that it has a hub, or center, from which the separate spokes come. Try to think of these paragraphs as bicycle wheels, with a center which is the main idea, and the little ideas as the spokes. Below the following article you will find the central thought. Use this page to refer to when you do central thought exercises.

The Belgian Congo region is not thickly populated because the climate is extremely hot and wet. The few native tribes that live there are uneducated and backward. Even such savage customs as cannibalism are still practiced, and the natives are as yet mostly pagans in spite of the efforts of many Christian missionaries who have gone there. Although a colony of Belgium, the native chiefs really do the ruling over their own tribes.

Central Thought

Belgian Congo Natives and Customs.

Exercise 16.

Central Thought

Directions: After you have read this selection, choose the central thought from those listed and underline it.

Several types of climate are present in South Africa. At the southernmost point is found the Mediterranean type of climate. This, as you already know, means hot, dry summers and cool, wet, winters. Along the southeastern coast is a climate like that of Florida. Here the wind comes from the southeast and blows across the land toward the Equator. All year these prevailing trade winds bring rain to this area. The plateau section of Cape Colony is dry ranch land.

Central Thought

1. South Africa's prevailing trade winds.
2. South Africa's plateau climate.
3. South Africa's various climates.
4. Mediterranean climate in South Africa.

Exercises 17.

Topic Sentence

Draw a line under the topic sentence.

Two men responsible for much of the information the world has today concerning interior Africa are David Livingstone and Henry Stanley. These men gave many years to exploring the wilds of the "Dark Continent". They encountered severe hardships cutting their way through the jungles, being attacked by savage natives, and contracting diseases. But they fought on and were rewarded when they discovered lakes and rivers, established trading centers, and Christianized many of the natives.

Negot

China

Japan

Syria

Siberia

Malay States

Afghanistan

Baluchistan

French Indo China

ASIA

Exercise 18.

Here is another chance for you to see how well you can arrange a group of names in alphabetical order. Work as quickly as possible but work carefully, too.

Asiatic CountriesAlphabetical Order

India

Arabia

Iraq

Siam

Burma

Iran

Nepal

China

Japan

Syria

Siberia

Malay States

Afghanistan

Baluchistan

French Indo China

Exercise 19.

Add another page to your own "little dictionary" by rearranging these words in the order they would appear in a dictionary.

Cities of AsiaAlphabetical List

Teheran
 Jerusalem
 Babylon
 Madras
 Calcutta
 Rangoon
 Bagdad
 Bombay
 Madura
 Colombo
 Karachi
 Bangkok
 Singapore
 Mandalay
 Peiping
 Tientsin
 Chungking
 Tokyo
 Shanghai
 Nagasaki
 Vladivostok

Jordan

Mesopotamia

Hindustan

China

Palestine

Syria

Persia

Tigris

Trans-Jordan

Turkey

CitiesRivers

SOUTHWESTERN ASIA

Exercise 20.

Directions: Here is a list of names each of which belongs under one of the given headings. Use your textbook map of Asia, locating the southwestern portion of the continent, then place each name in the proper group.

Aden Jordan
Ankara Mecca
Arabia Muscat
Bagdad Oman
Damascus Palestine
Euphrates Syria
Haifa Teheran
Iran Tigris
Iraq Trans-Jordan
Jerusalem Turkey

CountriesCitiesRiversParagraph "A"Paragraph "B"

Exercise 21.

Jumbled Paragraphs

Directions: Untangle the jumbled paragraphs by grouping together the numbers of sentences that tell about one topic.

1. Oriental rugs are made in different countries of Asia. 2. Little furniture is used. 3. Houses are crude and small. 4. Because they are made by hand, it takes a long time to complete one rug, thus making them very expensive. 5. Living conditions in Southwestern Asia are very poor. 6. Besides being beautiful they are durable, for some rugs over three thousand years old are still in existence. 7. Most of them are made of wool yarn, woven in gorgeous colors and interesting patterns. 8. There are few windows because the people wish to keep the heat out. 9. Poor sanitary conditions have caused fevers and many diseases here. 10. Some Oriental rugs have been sold for \$45,000. 11. This does not give much fresh air.

Paragraph "A"

Paragraph "B"

Exercise 22.

Central Thought

Directions: Read this selection and underline your choice for the central thought from those listed.

People who live in places with little vegetation and a poor water supply must move about from place to place in search of these as food and drink for their animals. Such wandering groups are known as nomads. Members of a tribe may pack their entire possessions on the backs of a few animals, then ride away on their horses to find a new water hole and grass by nightfall.

Central Thought

1. Nomads
2. How Nomads live
3. How nomads move
4. Why and how nomads move.

Exercise 23.

Idea Lines

Directions: Read the paragraph and in the space below, list the ideas presented in the paragraph.

If you were to examine a physical map of Asia, you would find that the southwestern section is mostly desert or plateau area. This dry region, with its scant rainfall, has only a few scattered oases or water holes. In the desert, days are hot but nights are cold. Although the heat in summer in the flat grasslands is intense, winters here are cold.

Ideas

Summary

Because of Belgium's location on several bodies of water, it is an important commercial and transportation center.

Summarizing

There are several exercises in this book where you are asked to summarize the article read. This just means to sum it up, in your own words and as briefly as possible. Tell what the selection is about very briefly. Here is an example for you to refer to.

Belgium owes much of its importance to its excellent location for trade. It is near the end of the English Channel, is on the North Sea, and is connected with the Rhine River by canals. It is an important commercial and transportation center. Because of its level land, Belgium is easily able to have many railroads, roads, and canals.

Summary

Because of Belgium's location on several bodies of water, it is an important commercial and transportation center.

Exercise 24.

Summarizing

Directions: Briefly summarize the following paragraph.

The Babylonians made very careful laws and wrote them down in their cuneiform writing. There were courts where any man who was thought to have broken a law could be tried. When Babylon was conquered and ruled by King Hammurabi, he had the laws of earlier years studied. The best of these were put together in a collection that was afterward called the Code of Hammurabi. This code, or collection of laws, was cut on a large stone which was set up in the temple of the chief god. There any man who wanted to know the laws might read them. ^{1/}

Summary

^{1/} McGuire, Edna, The Past Lives Again, Macmillan Co., N.Y. 1943, p. 85.

SOUTH-CENTRAL ASIA

Exercise 25.

Referring to the south-central area of a political map of Asia, decide what types of places are listed below and arrange each name in the proper position.

Afghanistan

Delhi

Baluchistan

Ganges

Bhutan

Himalaya

Bombay

India

Calcutta

Indus

Ceylon

Karachi

Colombo

Madras

Exercise 25.

Scrambled Paragraphs

Unscramble the following stories, listing in groups the numbers that belong together.

1. The summer monsoon blows across the land from the
- water and brings heavy rains. 2. During the early winter
- months just the opposite occurs. 3. This is a dry wind and
- brings very little rain. 4. In India during the summer
- months, the prevailing wind blows from the southwest. 5. The
- winter monsoon blows over the land from the northeast. 6. It
- lasts from June through October.

Exercise 27.

Topic Sentence

Directions: Underline the topic sentence in this paragraph after you have carefully read it.

Brahmanism greatly affects the lives of its followers, for it divides the people into many different castes, or social groups, according to their trades. Members of one caste cannot mingle with those of another caste, and a person must always remain in the caste in which he was born. This offers a man no encouragement at all to better himself if he belongs to a low caste. Brahmanism thus retards the general progress of the people as a whole. ^{1/}

Exercise

Type of Paragraph

Directions: Reread the above paragraph to find the type of reading matter it is. Draw a line under your choice as listed below.

1. Explanatory
2. Descriptive
3. Summary
4. Narrative

^{1/} Bodley, G.R.; Thurston, E.L., The Old World Continents, Iroquois Publishing Co., Inc., Syracuse, N.Y. 1936, p. 192.

Exercise 28.

Outlining

Directions: After reading the following selection complete the outline at the bottom of the page.

Cotton is one of several important products raised in India. Much of it is shipped to the textile centers in England to be manufactured into cloth. This country supplies much of the world with another product - jute, which is used in making burlap bags. In spite of the lack of machinery usually needed to harvest wheat, barley, and millet, India manages to produce large amounts of these products by hand-farming methods. Sugar, tea, and rice are also raised here. The natives eat more rice than any other food.

Outline

1.

a.

2.

a.

3.

4.

5.

6.

a.

CHINA AND JAPAN

Exercise 29.

Classification

Can you find the four groups into which the following words should be divided? Look at a map of Asia to help you, then write each word in the list under the correct class.

Canton	Osaka
Chosen	Peiping
Chungking	Shanghai
Hokushu	Shikoku
Hong Kong	Sinkiang
Honshu	Taiwan
Kyushu	Tibet
Mongolia	Tientsin
Nagasaki	Tokyo
Nanking	Yokahama

Exercise 30.

Mixed Paragraphs

Directions: There are two separate ideas in this selection. Read carefully to determine what they are, then write a title for each. Under the titles list the numbers of the sentences related to them.

1. The Great Wall was built more than two thousand years ago. 2. It is 1200 miles long and was built across level land and hills alike. 3. Like the Great Wall it is very old, having been built over 1200 years ago. 4. This fortress was used as a defense against enemy raiders on the north. 5. An important route of transportation in China is the Grand Canal. 6. Parts of it still stand today. 7. It is twenty-five to thirty feet high and wide enough for a road on the top. 8. Connecting the city of Tientsin with the Hwang and Yangtze Rivers, it runs for a distance of about eight hundred miles.

Exercise 30.

Mixed Paragraphs

Directions: There are two separate ideas in this selection. Read carefully to determine what they are, then write a title for each. Under the titles list the numbers of the sentences related to them.

1. The Great Wall was built more than two thousand years ago.
2. It is 1300 miles long and was built across level land and hills alike.
3. Like the Great Wall it is very old.
4. This fortress was having been built over 1300 years ago.
5. An used as a defense against enemy raiders on the north.
6. Important route of transportation in China is the Grand Canal.
7. It is twenty-five to thirty feet high and wide enough for a road on the top.
8. Connecting the city of Tientsin with the Huang and Yangtze Rivers, it runs for a distance of about eight hundred miles.

Exercise 31.

Jumbled Paragraphs

Directions: You should now be able to find quickly ideas that have been mixed together. Do this exercise as you have done previous ones of this type. In addition arrange the numbers in the order you think they should go to make a sensible paragraph.

1. The tea leaves are picked from the trees growing on the terraced hillsides and sorted by hand. 2. Leaves from the mulberry trees are broken into tiny pieces which the worms greedily eat. 3. One of the most important products raised in the Far East is tea. 4. Silk comes from the silkworm. 5. After changing their coats the silkworms crawl into straw placed about them and spin their cocoons. 6. The leaves are dried in kettles over fires, graded, and sent to market. 7. Later the threads are taken from the cocoon and wound upon a reel. 8. Before World War II much silk thread was sent to the United States.

Types of Paragraphs

You have probably noticed in your reading that there are different types of paragraphs. A paragraph that gives a picture is a descriptive one; one that explains something is an explanatory paragraph; one that introduces or sets the stage is an introductory paragraph; one that sums up information is a summary paragraph; one that restates information given before is called a review paragraph; and one that presents facts is a factual paragraph. Here are two samples that you may refer to when you do exercises of this kind.

France is more nearly a country of farmers than either England or Germany. One of the reasons is that the land is well-suited for farming, being level and fertile. Another reason is that France possesses very little coal, so necessary for a nation to carry on industries. The varieties of climate also favor agriculture here.

This is an explanatory paragraph because it explains why France is an agricultural nation.

One of the most famous industries of France is manufacturing perfumes of hundreds of different aromas or fragrances. Great baskets of flower blossoms are shipped to perfume factories in different parts of France in this million-dollar business. This industry shows the skill of the French, and they have become world leaders in the manufacture of expensive perfumes.

This is a factual paragraph because it is concerned with statements of facts.

Exercise 32.

Type of Paragraph

Directions: After you have read this paragraph, draw a line under the type of paragraph you think it is.

China is said to have the oldest civilization in the world. Several thousand years ago the Chinese had learned to do and make many things not accomplished by other nations until many centuries later. You might wonder why they seem so backward today. These people were afraid other nations might try to conquer them and so became unfriendly toward outsiders. The country was well protected by nature on three sides, having the Pacific Ocean on the east, mountains and forests to the south, and plateaus and deserts on the west. The northern boundary alone was open to attack, and so it was here that the Great Wall was built to keep out invaders.

Type of Paragraph

1. Review
2. Introductory
3. Summary
4. Descriptive

Exercise 32.

Type of Paragraph

Directions: After you have read this paragraph, draw a line under the type of paragraph you think it is.

China is said to have the oldest civilization in the world. Several thousand years ago the Chinese had learned to do and make many things not accomplished by other nations until many centuries later. You might wonder why they seem so backward today. These people were afraid other nations might try to conquer them and so became unfriendly toward outsiders. The country was well protected by nature on three sides, having the Pacific Ocean on the east, mountains and forests to the south, and plateaus and deserts on the west. The northern boundary alone was open to attack, and so it was here that the Great Wall was built to keep out invaders.

Type of Paragraph

1. Review
2. Introductory
3. Summary
4. Descriptive

SOUTHEASTERN ASIA

Exercise 33.

Directions: Classify these words by placing each word in the correct column. You will need to refer to a map of Asia for this.

Bangkok

Mekong

Burma

Neman

French Indo China

Rangoon

Hanoi

Saigon

Irawaddy

Salwin

Malay States

Siam

Mandalay

Singapore

CountriesCitiesRivers

Exercise 34.

Major and Minor Ideas

Directions: Read the following paragraph to determine the major idea or ideas present. Write them down. List under each major idea the minor ideas or details that go with it.

The southeastern section of Asia, including French Indo-China, Siam, Burma, and British Malaya, has a tropical climate which is very unhealthful for white men. In April and May especially, the temperature goes up to 100 degrees in the shade and the air is very damp and sticky. Such a climate affects the natives, too, and even though they are used to the hot weather, it robs them of their energy and makes them appear very unambitious. The main difference between summer and winter in this area is that over most of it, the summer monsoons bring heavy rainfall, which is good for raising rubber.

Exercise 35.

Type of Paragraph

Directions: You have learned in your reading that all paragraphs are not the same. Some tell facts; some tell a story; some describe persons, places or things; some explain; some introduce; and still others summarize or review. Read this paragraph and draw a line under the kind of paragraph you think it is.

Bangkok, the capital of Siam, is different from our cities in that there are many floating houses on the canals and flooded areas. Over 100,000 people have primitive huts constructed on top of crude rafts as their only homes. When these people want to move, all they have to do is push the boat to a new place. People may live on their houseboats for a long time without leaving them, because there are traveling shops on some of the boats where people may get whatever they need.

Type of Paragraph

1. Summary
2. Review
3. Descriptive
4. Introductory

Exercise 36

Thought Patterns

It is a sign that you are a good reader if you can tell what plan the author is using when writing a particular selection. Some such plans or thought patterns are concerned with the order of items presented. Time order means the listing of events in the order in which they occur. The making of butter is a good example of this. First the milk and cream must be separated, then the cream churned and the salt added. After this the buttermilk is drawn off and the butter is ready. Enumerative order means naming in a list, such as two kinds of fruit are apples and oranges; or several things needed were salt, sugar, tea, and milk. Comparative order means comparing items as to how they are alike and how they are different, or listing the advantages and disadvantages of doing something a certain way.

Order

1. Enumerative
2. Time
3. Advantages and disadvantages
4. Cause and effect

Exercise 36.

Thought Pattern

Directions: Read this paragraph to find the pattern the author is following or the order in which ideas are listed.

The southeastern section of Asia has an ancient history, dating back long before the coming of the white men. Burma has some ancient ruins that are great monuments to a well-organized kingdom that kept peace and made the people work. Descendants, however, could not keep the kingdom going and trouble soon began. Many kingdoms grew up, conquered others, spread and were prosperous. These happenings were followed by times of wars, killings, and stealing. After a great deal of trouble, Great Britain took possession of some of the disputed land and France took possession of some of the other kingdoms.

Order

1. Enumerative
2. Time
3. Advantages and disadvantages
4. Cause and effect

EAST INDIES AND THE PHILIPPINES

Exercise 37.

Classification

Examine carefully a map of Southeastern Asia and arrange the names given below into two columns, one that includes the names of islands and the other the names of cities.

Batavia

Manilla

Borneo

Mindanao

Brunei

New Guinea

Celebes

Port Morseby

Java

Sumatra

Leyte

Surabaya

IslandsCities

EUROPE 38.

Exercise 38.

Alphabetizing

List these European countries alphabetically.

Russia

Poland

Germany

France

Italy

Norway

Sweden

Denmark

Finland

Ireland

England

Scotland

Wales

Spain

Portugal

Switzerland

Greece

Yugoslavia

Latvia

Estonia

Hungary

Rumania

Exercise 39.

Alphabetizing

Have your speed and accuracy in alphabetizing improved ?
 You might time yourself for this exercise, then have someone
 check your work to see if it is correct.

European CitiesAlphabetical Order

Glasgow Barcelona

London Grenada

Paris Manchester

Berlin Budapest

Moscow Bucharest

Milan Leningrad

Rome Kharkov

Athens Dresden

Madrid Vienna

Lisbon

Gibraltar

Marseille

Bordeaux

Lille

Birmingham

Dublin

Edinburg

Oslo

Stockholm

Warsaw

BRITISH ISLES

Exercise 40.

Classification

Directions: Arrange the names in the following list under the right heading. A map of Europe will help you make the correct choices.

Belfast England Plymouth

Birmingham Glasgow Portsmouth

Bristol Ireland Scotland

Clyde Liverpool Shannon

Dublin London Thames

Edinburg Manchester Wales

Countries

Cities

Rivers

Exercise 41.

Mixed Paragraphs

Time yourself and see how rapidly you can discover what two ideas are presented here. Rewrite the selection, making two paragraphs that are in logical order.

Here are many memorials to famous Britishers, such as writers, poets, kings, queens, fighters, and others. This is a well-known prison where even the rulers of the country have been sent. England's most historical church is Westminster Abbey. Some Americans, too, have thus been honored. The Tower of London is another famous building in England's capital.

Exercise 42.

Topic Sentence

Directions: Rewrite the topic sentence of the following selection in the space below it.

Some parts of the British Empire, the dominions, are independent of one another and practically independent of England. The different parts of the Empire are governed in a great many different ways. Some may be under an army officer, a naval officer, a governor with unlimited power, or native princes with English "advisors".

Exercise 43.

Central Thought

Again you will be given a chance to use your own imagination. After reading this short paragraph write down what you think is the central thought or the main idea of the paragraph. Ask yourself the question, "Who or what is it about?"

Most of the population of Ireland live on small farms - producing livestock, eggs and butter. This is because a large part of the land is used for pasture, since the climate is too damp and rainy for many products. The most important crop that is not affected by the rain is the potato, which has been the chief food crop of the small farmer for a long time.

Your Headline

Exercise 44.

Headlines

Try to recall all that you know about choosing headlines for a paragraph. If you find you need help turn back to exercise 5 to refresh your memory. Then read this story and in the space below it write your own headline.

In earlier times, thread was spun by the spinner in his own home making one or two threads at a time. With the invention of power-driven machines, about the time of the Revolutionary War, however, the process was speeded to make a hundred or more threads at a time. This invention of machines run by coal or water power was called the Industrial Revolution. Thread and cloth-making moved from the home to the factory.

Your Headline

Idea

Exercise 45.

Idea Lines

Directions: Carefully read this paragraph so that you will be able to write in your own words the different ideas expressed.

Have you ever wondered how the British Empire became so large that it led to the saying, "The sun never sets on the British flag"? Many settlements were started by sailors and traders who needed stations at which the ships could pick up fresh water and food. These settlements were taken care of by Englishmen and through trade grew into colonies. Another way in which the Empire grew to its present size was by making treaties with natives in Africa or some small islands and promising to protect them.

Ideas

SCANDINAVIAN PENINSULA

Exercise 46.

Classification

Directions: Carefully examine a political map of the Scandinavian Peninsula in Europe, then list these names according to the types of places they are.

Bergen

Hammerfest

Christiansand

Norway

Christiansund

Oslo

Copenhagen

Stockholm

Denmark

Sweden

Finland

Exercise 47.

Jumbled Ideas

Directions: Read the following selection carefully to determine what major ideas are present. Write two topic names and list under each the sentence numbers that belong with it. Arrange these in order so that they would make a well-organized paragraph.

1. This is because the current of water called the Gulf Stream flows along the west coast of this peninsula. 2. For three months during the summer, the sun shines day and night. 3. Norway is called the "Land of the Midnight Sun". 4. The climate of the Scandinavian Peninsula is not as cold as might be expected when considering its location in the north of Europe. 5. In some cities in the northern part of Norway the sun shines brightly at midnight. 6. The winds blow from the ocean carrying its warmth to the land.

Write one sentence telling what the main idea is of this brief article.

The ancestors of the Norwegians were the Vikings of a thousand years ago. Today the most important ways by which Norway earns money are sailors' wages and hiring ships. One man of every ten is a sailor and the main business is carrying freight for other countries.

Exercise 47.

Jumbled Ideas

Directions: Read the following selection carefully to determine what major ideas are present. Write two topic names and list under each the sentence numbers that belong with it. Arrange these in order so that they would make a well-organized paragraph.

1. This is because the current of water called the Gulf Stream flows along the west coast of this peninsula. 2. For three months during the summer, the sun shines day and night. 3. Norway is called the "Land of the Midnight Sun". 4. The climate of the Scandinavian Peninsula is not as cold as might be expected when considering its location in the north of Europe. 5. In some cities in the northern part of Norway the sun shines brightly at midnight. 6. The winds blow from the ocean carrying its warmth to the land.

Exercise 48.

Topic Sentence

Directions: Read this paragraph thoroughly and draw a line under the topic sentence.

Norway and Sweden use large amounts of electric power for manufacturing, heating, and lighting. This electricity is made by water power. Scandinavia produces more electric power per person than any other country in Europe. This is because of the amounts of water stored on the high plateaus, in the lakes and glaciers, which feed many streams. These streams can be used for power on their way down to the sea.

Exercise 49.

Central Thought

Write one sentence telling what the main idea is of this brief article.

The ancestors of the Norwegians were the Vikings of a thousand years ago. Today the most important ways by which Norway earns money are sailors' wages and hiring ships. One man of every ten is a sailor and the main business is carrying freight for other countries.

Exercise 48.

Topic Sentence

Directions: Read this paragraph thoroughly and draw a line under the topic sentence.

Norway and Sweden use large amounts of electric power for manufacturing, heating, and lighting. This electricity is made by water power. Scandinavia produces more electric power per person than any other country in Europe. This is because of the amounts of water stored on the high plateaus in the lakes and glaciers, which feed many streams. These streams can be used for power on their way down to the sea.

Exercise 49.

Central Thought

Write one sentence telling what the main idea is of this brief article.

The ancestors of the Norwegians were the Vikings of a thousand years ago. Today the most important ways by which Norway earns money are sailors' wages and hiring ships. One man of every ten is a sailor and the main business is carrying freight for other countries.

SCANDINAVIAN PENINSULA

Exercise 50.

Idea Lines

It is important to get all of the ideas in any selection you may read. After reading this one write idea lines that cover all of the thoughts. Try to retell the story from your idea lines.

In Norway only one acre in forty can be used for a field, and in Sweden only one in eleven. This is because so much of the land is too cold, too stony, too high, or too steep to be used for farming. With the long days of the summer, however, the farmers are able to produce barley, rye, and oats, with hay as a major crop. Good land is scarce in Norway and Sweden.

Exercise 51.

Type of Paragraph

Directions: Carefully read this selection and draw a line under the type of paragraph you understand it to be.

Norway and Sweden use large amounts of electric power for manufacturing, heating, and lighting. This electricity is made by water power. Scandinavia produces more electric power per person than any other country in Europe. This is because of the amounts of water stored on the high plateaus, in the lakes, and glaciers, which feed many streams. These streams can be used for power on their way down to the sea.

Type of Paragraph

1. Descriptive
2. Summary
3. Introductory
4. Factual

Exercise 52. COUNTRIES

Type of Paragraph

Directions: Read this paragraph and draw a line under the type of paragraph you believe it to be.

You will remember that we have read that farming in Norway and Sweden is very difficult. You should know that this is because of the thin, stony soil and the high, steep hillsides. Do not forget that dairying is important, and other products besides butter and cheese that are exported are lumber, pulp, matches, paper, and fish.

Type of Paragraph

1. Descriptive
2. Review
3. Introductory
4. Narrative

FRANCE AND LOWLAND COUNTRIES ✓

Exercise 53.

Classify these names according to the titles given below.

Amsterdam

Luxembourg

Antwerp

Lyon

Belgium

Marne

Bordeaux

Marseille

Brussels

Netherlands

Ghent

Nice

Hague

Paris

Le Havre

Rhône

Lille

Rotterdam

Loire

Seine

CountriesCitiesRivers

Exercise 54. ✓

Rearrange the following Paragraph into two groups of sentences, each of which should tell a short, sensible story.

Directions: Have you learned to become a good headline?

The houses and what few buildings there may be, are built close together. There are vineyards in each village for producing wine and raisins from the grapes. For this reason nearly all of the people drink light wines. French farmers live in small villages. Much wine is also exported from the country. Their fields with their well-tended crops are on the surrounding land. A great deal of the drinking water in France is poor and unhealthful.

Group "A"

Headlines

1. Million-Dollar Perfume Business
2. Perfume Industry
3. Perfume From Flowers
4. Perfume Factories

Group "B"

Exercise 54.

Rearrange the following Paragraph into two groups of sentences, each of which should tell a short, sensible story.

The houses and what few buildings there may be, are built close together. There are vineyards in each village for producing wine and raising from the grapes. For this reason nearly all of the people drink light wines. French farmers live in small villages. Much wine is also exported from the country. Their fields with their well-tended crops are on the surrounding land. A great deal of the drinking water in France is poor and unwholesome.

Group "A"Group "B"

Exercise 55.**Headlines**

Directions: Have you learned to become a good headline-writer yet ? This time a choice of headlines is given you to help you remember how it should be done. You will be asked to write your own again later. Check your choice.

One of the most famous industries of France is manufacturing perfumes of hundreds of different aromas or fragrances. Great baskets of flower blossoms are shipped to many different perfume factories in this million-dollar business. This industry shows the skill of the French, and they have become world leaders in the manufacture of expensive perfumes.

Headlines

1. Million-Dollar Perfume Business
2. Perfume Industry
3. Perfume From Flowers
4. French Industries

FRANCE AND LOWLAND COUNTRIES

Exercise 56.

Idea Lines

Here is another opportunity for you to try your skill at writing idea lines. If you are still having trouble refer to the sample example at the front of the workbook.

France is more nearly a country of farmers than either England or Germany. One of the reasons is that the land is well-suited to farming, being level and fertile. Another reason is that France possesses very little coal, so necessary for a nation to carry on industries. The varieties of climate also favor agriculture here. Different types of crops can be raised in the different agricultural regions.

Idea Lines

Exercise 57.

Jumbled Story

Directions: Read the selection to discover the two themes present. Write titles for each and the sentences that belong with it. Be sure to rewrite your paragraphs in good order.

Much of the rich soil was under shallow water. A great deal of the land is given over to the raising of hyacinths and tulips. When the population of the Dutch increased, it was necessary to have more farm land to raise larger food supplies. They built high walls along the banks of the rivers to keep them from flooding the farm land. One of the Netherlands's most important exports is that of flower bulbs. The beautiful colors of these flowers when in bloom makes an attractive picture and has been a source of pleasure to many travelers. The Dutch constructed dikes around part of it then pumped the water back into the sea.

Exercise 58.**Topic Sentence**

Directions:: See how quickly you can find and draw a line under the topic sentence.

How would you like to live in a city built on a mass of soft mud - so shaky that when a heavy truck drives down the cobblestone street the houses on both side quiver? Rotterdam in the Netherlands is the city that is built on the mud. To keep the buildings from shaking too much and from sinking into the mud, they are built on the ends of logs driven into the ground under the foundations.

Type of Paragraph

1. Descriptive

2. Factual

3. Review

4. Summary

Exercise 59.

Type of Paragraph

Directions: Read this paragraph carefully to determine the kind of reading material it is. Choose your answer from those listed below and place the number of your choice in the () at the right.

Belgium owes much of its importance to its excellent location for trade. It is near the end of the English Channel, is on the North Sea, and is connected with the Rhine River by canals. It is an important commercial and transportation center. Because of its level land, Belgium is easily able to have many railroads, roads, and canals.

Type of Paragraph

1. Descriptive
2. Factual
3. Review
4. Summary

()

NORTH CENTRAL EUROPE

Exercise 60.

Classification

Unscramble the following story by rewriting and re-arranging wherever necessary to make it correct.

Here is another exercise to help you in your practice of making order out of chaos. Look at a map of the central part of Europe to determine what kinds of places are presented. List together the names that are alike.

It is many hundreds of years old and took over six hundred

years to complete. The Rhine Valley is Munich

and Bremen different crops Hamburg Oder river is

also Danube for the beaut Hanover very along is Poland, such

as Danzig tained, castles Latvia covered hills Rhine The catho-

dral Elbe is over six hundred Fifty years Vistula has

the Estonia church spire Lithuania German Weser many

cathedrals. The Rhine River is the most important waterway

of inland Europe for it connects with other trade routes all

over the continent. On the banks of the Rhine is the city

of Cologne where stands a most beautiful church - the Cologne

Cathedral.

Exercise 61.

Scrambled Story

Unscramble the following story by rewriting and rearranging wherever necessary to make it correct.

Most of the navigable part of this river is in Germany. It is many hundreds of years old and took over six hundred years to complete. The Rhine River Valley is most fertile and many different crops can be raised here. This river is also famous for the beautiful scenery along its course, such as the mountains, castles, and terraced hillsides. The cathedral at Ulm is over six hundred and fifty years old and has the highest church spire in the world. Germany has many cathedrals. The Rhine River is the most important waterway of inland Europe for it connects with other trade routes all over the continent. On the banks of the Rhine is the city of Cologne where stands a most beautiful church - the Cologne Cathedral.

Exercise 62.

Idea Lines

You have already done several exercises of this kind. After reading this paragraph, see how quickly but accurately you can list the different ideas presented.

In the past, Germany was, for many years, famous for leadership in both science and music. Students from America used to go to Germany to study advanced science and to read some of the thousands of scientific books written in Germany. Some of the great musical composers of the world were Germans. Most all German people appreciate fine operas and concerts.

Ideas

1. Natural boundaries of countries.
2. Poland's lack of natural boundaries.
3. Poland, a great level plain.
4. Poland's disputes.

Exercise 63.

Central Thought

Directions: After you have thoroughly read the following paragraph, choose the central thought from those listed below. Draw a line under your answer.

Most of the countries of the world have some part of their boundaries formed by mountains, rivers, seas, or oceans. Poland has no natural boundaries of any kind. It lies right in the middle of the great level plain of Europe. Thus it has been easy for foreign armies to invade Poland. The lack of natural boundaries has always been a cause of continual dispute between Poland and other European countries.

Central Thought

1. Natural boundaries of countries.
2. Poland's lack of natural boundaries.
3. Poland, a great level plain.
4. Poland's disputes.

Exercise 64.

Major and Minor Ideas

Directions: Read the following paragraph to determine the major idea or ideas present. Write them down. List under each major idea the minor ideas or details that go with it.

Poland has several ancient and large cities within its own boundaries, but actually the city which is considered by some as the most important one to Poland is the Free City of Danzig, not in Poland at all. Danzig is the port city at the mouth of the Vistula River, down which can be carried many of the products of Poland for international trade. It is cheaper to send heavy goods down the river by barge or boat than to ship them by train to the port. Danzig is an important city of Northern Europe because it is a seaport, a river port, and a railroad terminal. It has several industries of its own, including shipbuilding.

MEDITERRANEAN COUNTRIES

Exercise 65.

Classifying

What kinds of places do you find listed below? Can you put all of the same types together? Refer to a map of Europe that clearly shows the Mediterranean countries to help you.

Albania

Naples

Alps

Madrid

Athens

Po

Apennines

Portugal

Barcelona

Pyrenees

Elbo

Rome

Genoa

Spain

Greece

Sparta

Italy

Tagus

Lisbon

Venice

Exercise 66.

Jumbled Paragraphs

Directions: Read through the jumbled paragraph to see if you can detect the two major ideas that it includes. Write a headline for each thought and the numbers of the sentences that go with each.

1. Part of the bark is removed at a time and within a few years new bark grows again. 2. As in other plateau areas many sheep are found in the Iberian Peninsula. 3. Oxen aid plowing and donkeys are used as beasts of burden. 4. The outer bark, which is thick and light in color, is the cork. 5. They are raised for their fine wool which is exported to all parts of the world. 6. Much of the world's supply of cork comes from Spain and Portugal. 7. All of the cork cannot be taken from the tree at one time for the tree would die. 8. Some cattle are found here, too, but more often goats are raised for milk instead of cows.

Exercise 67.

Are you a good detective ? Can you uncover the different stories presented below ? Write a title for each and the sentences that tell about it. Make sure you write them in the correct order.

In the year 79 A.D. it was completely buried when the volcano, Mt. Vesuvius, erupted. Here many of the world-famous artists, such as Michelangelo, Raphael, Leonardo da Vinci, lived and worked. Today it has many beautiful shops. Pompeii was an ancient city, located on the Bay of Naples in Italy. The remains give a clear idea of how people lived at that early time. Florence is well known as a center of art and painting. It remained buried for 1700 years and since has been excavated. In years passed this was a gay and busy city with its public squares and cookshops.

Exercise 68.

This is another paragraph of mixed ideas. Read it carefully to find the different ideas discussed. Rewrite the selection according to the topics presented, giving a title to each. Be particular about the order in which you write your sentences.

The market place was in the center of Athens and was indeed a busy place! The winners of the events received crowns of olive leaves. It was held on Mt. Olympus. The bankers had their money places where they made change. Every four years the Greeks held a festival in honor of their god, Zeus. One could find vegetables, pastries, fish, trinkets, and pottery. Many people met here to discuss the affairs of the times. There were contests in running, wrestling, jumping, discus-throwing, marathon races, and chariot races. Here were tables and booths where people sold their goods.

Exercise 68.

This is another paragraph of mixed ideas. Read it carefully to find the different ideas discussed. Rewrite the selection according to the topics presented, giving a title to each. Be particular about the order in which you write your sentences.

The market place was in the center of Athens and was indeed a busy place! The winners of the events received crowns of olive leaves. It was held on Mt. Olympus. The bankers had their money places where they made change. Every four years the Greeks held a festival in honor of their god, Zeus. One could find vegetables, pastries, fish, trinkets and pottery. Many people met here to discuss the affairs of the times. There were contests in running, wrestling, jumping, discus-throwing, marathon races, and chariot races. Here were tables and booths where people sold their goods.

MEDITERRANEAN COUNTRIES

Exercise 69.

Central Thought

Directions: Read this paragraph thoroughly. List in the space below the ideas presented. Can you

Directions: In the space below this paragraph write what you think is the central thought of the paragraph.

In all the countries that border the shores of the Mediter-

Northern Italy has many resort areas where people come to escape the cold winters of Northern Europe. Yet these travelers do not have to travel far to find a warm, sunny vacation-land. Just as soon as they cross from the north side of the Alps to the sheltered south side, they notice the great difference in climate. The Alps stop the cold north winds and provide a warm, sheltered south side that is sunny all winter.

MEDITERRANEAN COUNTRIES

Exercise 89.

Central Thought

Directions: In the space below this paragraph write what you think is the central thought of the paragraph.

Northern Italy has many resort areas where people come to escape the cold winters of Northern Europe. Yet these travelers do not have to travel far to find a warm, sunny vacation-land. Just as soon as they cross from the north side of the Alps to the sheltered south side, they notice the great difference in climate. The Alps stop the cold north winds and provide a warm, sheltered south side that is sunny all winter.

Exercise 70. MOUNTAINS AND THE BALKANS

Idea Lines 71.

Direct Directions: Read this paragraph thoroughly. List in the space below the ideas presented. Can you retell the story just from your idea lines ?

In all the countries that border the shores of the Mediterranean Sea there grow the same four good plant crops. These are olives, figs, grapes, and almonds, all of which can stand the long, dry summer. The most important crop is olives, a good source of fat for people who do not have much in the way of butter, cream, lard, or cotton-seed oil. Another ancient and important crop is grapes, produced mostly for making wines.

Countries

Crops

Rivers

Mountains

MOUNTAIN COUNTRIES AND THE BALKANS

Exercise 71.Classification

Study a map of Central Europe very carefully before trying to unscramble these words.

Alps	Bulgaria	Prague
Austria	Carpathian	Rumania
Balkan	Danube	Switzerland
Bern	Hungary	Transylvanian
Bohemia	Lucerne	Vienna
Bucharest	Moldau	Yugoslavia
Budapest	Moravia	Zurich

Countries Cities Rivers Mountains

Exercise 72.

Topic Sentence

Directions: In the space following the paragraph, re-write what you believe to be the topic sentence. Remember, the topic sentence tells what the paragraph is about.

There has always been trouble in the Balkans over who is going to run the government. It appears almost impossible for the people in Yugoslavia, Albania, or Bulgaria to join together to have one strong government in each country. People of neighboring villages are often of different nationalities and speak different languages, thus causing difficulty in getting to understand each other. For these reasons there has always been jealousy, quarreling and misunderstanding in this region.

Details

Exercise 73.

Main Idea and Details

Directions: This exercise is the same as those in which you have found the central thought. The main idea is the same as the central thought. This time in addition to writing the main idea, list the details that go with it. Remember that the details are the ideas that explain the main thought.

An unusual industry, located in the valley area of Bulgaria, is that of making a very precious perfume called attar of roses. Large fields of roses are grown with at least a million blossoms to an acre. Tons of roses are distilled every year. Three or four thousand pounds of petals make a pound of perfume.

Main Idea

Details

Exercise 74.

Summarizing

Directions: Summarize the following paragraphs. Remember that a summary sums up in a brief way that which has been said. It is concerned with only the important things.

Switzerland has more water power per square mile than any other country in Europe, and practically every village has electric power. Since this is true, there are small factories in almost all the little hamlets, and workers do not have to move to a city to perform a skilled trade. The manufacturing of Switzerland is based on the highly skilled production of small expensive articles that do not need much raw material and that can be easily transported to other countries. Watches are the chief manufacture in this country and in the export of these, the Swiss lead the world.

Summary

Exercise 75.

Summarizing

Directions: Summarize this paragraph after you have carefully read it.

One of the most important exports of Switzerland is cheese. In order to produce a large amount, the Swiss use even the steep sides of the mountains as pasture lands. In some places where it is too steep for the cows to walk, the hay is cut and raked by hand, then carried on people's backs to barns. At the beginning of the summer the cows are moved up to higher and higher slopes. With the coming of the end of summer they are gradually brought down to lower slopes and then to the valley where they spend the winter.

Summary

RUSSIA

Exercise 76

Classification

By this time you are probably having no trouble at all in organizing lists of words into groups according to the kind of things they represent. Be sure to read your map of Russia carefully, but see how quickly and accurately you can complete the exercise.

Archangel

Caucasus

Dnieper

Dniester

Don

Duna

Dvina

Kharkov

Kiev

Leningrad

Moscow

Neva

Odessa

Stalingrad

Ural

Volga

I. Farming methods in Russia before World War I.

II. Farming methods in Russia after World War II.

Exercise 77.

Outlining

Directions: Following this selection you will find listed two major ideas. Read the paragraph carefully then fill in the ideas that go with each title.

Not many years ago the farmers of Russia lived in small crowded cottages made of earth and wood. They used the same primitive tools and farming methods that had been used by their ancestors for hundreds of years, and worked as tenants on large estates or on very small farms of their own. The government that came into power right after the first World War, the Communists, has been trying to change all that. It placed people on large farms owned by the government. These are called collective farms. The use of farm machinery was introduced to take the place of the old-fashioned hand tools.

I. Farming methods in Russia before World War I.

II. Farming methods in Russia after World War II.

Exercise 78.

Type of Paragraph

Directions: Read the following paragraph and draw a line under the type of paragraph you think it is.

Listed below.

In concluding our study of the Soviet Union, we see that Russia and Siberia are divided by nature into several regions that are quite unlike one another. Coming down from north to south, the regions are as follows:

1. The tundra
2. An immense forest belt
3. The farm-forest zone
4. The black-earth belt where wheat and other grains are grown
5. The steppes and deserts.

Type of Paragraph

1. Summary
2. Introductory
3. Descriptive
4. Narrative.

Exercise 79.

Thought Patterns

Directions: Try to determine the author's plan in this paragraph. Underline your choice from those listed below. *look it up in your dictionary.*

The vast regions of Siberia have, until recently, been unexplored because of the tremendous distances and also the very cold winters. By building a railroad across Siberia many resources have been discovered and made use of there. By the use of the airplane to areas where it is not yet worthwhile to build railroads, even more remote regions of Siberia are being developed. *All these widely separated sections*

are joined together in what is called the Union of Soviet Socialist Republics.

- Order
1. *Time* *order known as the U.S.S.R.*
 2. Cause and effect
 3. Enumerative
 4. Advantages and disadvantages

Exercise 80.

Summarizing

Directions: Read and summarize briefly the following paragraph. If you have forgotten what a summary is look it up in your dictionary.

Russia, including its area in both Europe and Asia, is by far the largest country in the world and is even larger than all of North America. It is a country of about two hundred nationalities and one hundred fifty languages. The large population is scattered throughout its vast area in millions of farms, thousands of villages and a few big cities that are far apart. All these widely separated sections are joined together in what is called the Union of Soviet Socialist Republics, or better known as the U.S.S.R.

Cities of Australia and New Zealand

Perth	Auckland
Darwin	New Castle
Brisbane	Geraldton
Sydney	Christchurch
Canberra	
Melbourne	
Albany	
Hobart	
Adelaide	
Wellington	

AUSTRALIA

Exercise 81.

Alphabetizing

Directions: Combine the two groups of words listed below into one column of words arranged in alphabetical order.

Divisions of AustraliaAlphabetical
Arrangement

Queensland

Victoria

New South Wales

Western Australia

North Australia

Central Australia

South Australia

Cities of Australia and New Zealand

Perth

Auckland

Darwin

New Castle

Brisbane

Geraldton

Sydney

Christchurch

Canberra

Melbourne

Albany

Hobart

Adelaide

Wellington

AUSTRALIA AND NEW ZEALAND

Exercise 82.

Classification

Directions: Here are the subjects about Australia. See how quickly you can tell what they are and list them under the correct titles that you choose.

Brisbane North Territory

Canberra Queensland

Darwin South Australia

Hobart Sydney

Melbourne Tasmania

New South Wales Wellington

New Zealand Western Australia

Exercise 83.

Mixed Paragraphs

Directions: Here are two subjects about Australia. See how quickly you can tell what they are and list the numbers of the sentences that should go together under an appropriate title. Be sure to arrange the numbers in the correct order to make a good paragraph.

1. One of these is the kangaroo with its long hind legs and short forelegs. 2. There are also fish that can live on land for a long time. 3. Australia has many kinds of animals that are not found anywhere else in the world. 4. Many of Australia's birds are odd, too. 5. Another called the kookooburro, has a very high-pitched scream. 6. Another is the platypus, similar to a cat but with webbed feet and a bill like a duck. 7. One bird has a tail shaped like a lyre. 8. Still others are the flying squirrels, the spiny ant-eaters, pelicans, and seacows.

Exercise 83.

Mixed Paragraphs

Directions: Here are two subjects about Australia. See how quickly you can tell what they are and list the numbers of the sentences that should go together under an appropriate title. Be sure to arrange the numbers in the correct order to make a good paragraph.

1. One of these is the kangaroo with its long hind legs and short forelegs.
2. There are also fish that can live on land for a long time.
3. Australia has many kinds of animals that are not found anywhere else in the world.
4. Many of Australia's birds are odd, too.
5. Another called the kokoi-burro, has a very high-pitched scream.
6. Another is the platypus, similar to a cat but with webbed feet and a bill like a duck.
7. One bird has a tail shaped like a lyre.
8. Still others are the flying squirrels, the spiny ant-eaters, pelicans, and seagulls.

Exercise 84.**Headlines**

Draw a line under your choice for the headline that most accurately describes this paragraph.

The English were the first white people to settle in Australia. Today the majority of Australians are English with the remaining inhabitants being Scotch, Irish, or Welsh. Nearly everyone is a farmer of one kind or another. Some raise sheep for wool and sheep for mutton. Some raise cattle for meat and hides or for dairy products. Others grow grains, and still others grow fruits and sugar cane.

Headlines

1. Australians
2. Farmers
3. Occupations in Australia
4. Nationalities and Occupations in Australia

Exercise 85.**Idea Lines**

List the main idea or ideas expressed in this paragraph concerning the government in Australia.

Canberra is the capital of Australia. This city was constructed somewhat along the same lines as Washington, D.C., the capital of the United States. The government itself is similar to that of our own country. There is a Congress or Parliament whose members are elected by the people and who make the laws. Each state has a capital city as the individual states have here. This city is the largest and the most important one in the state. It is the center of trade, transportation, and manufacturing, as well as the seat of government.

Exercise 86.

Thought Pattern

Directions: Read the following paragraph to determine the plan the author has used. Write your decision at the end. If you have forgotten how to do this look back to other exercises of this type. the next page for your work.

Aside from being an agricultural country, Australia is a mining land. Several minerals found here are coal, tin, lead, copper, gold, and silver. Along with wool, mutton, beef and hides, these ores make up the important exports of Australia.

Author's Plan

durra

fiordes

quinine

Costacks

amber

savannas

mohair

peasants

kaolin

burnouse

solies

loess

mosaics

polders

cupra

guano

wadi

moors

sorghum

manioc

Exercise 87.Alphabetizing

Directions: 1. Arrange the following list of words in alphabetical order. 2. Using both the index and the glossary in your geography textbook, find and write the meaning or definition of each word. Use the next page for your work.

taiga

jute

monsoon

caviar

alluvial

durra

fiords

quinine

Cossacks

amber

savannas

mohair

peasants

kaolin

burnoose

acacia

siroccos

veldt

alabaster

coolies

loess

mosaics

polders

copra

guana

wadi

moors

sorghums

manioc

Alphabetical OrderMeaning

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TEST ON SILENT-READING SKILLS
AND
READING COMPREHENSION

Directions: 1. Read each paragraph carefully and underline the main idea. 2. From the list of words choose the best of your choice in the () at the right.

CHAPTER IV

SUMMARY AND CONCLUSIONS

Many authors on the subject of reading are agreed that the ability to organize material read is one of the most important study skills that should be taught in the classroom. If a pupil is to comprehend well and is to be able to recall that which he has read, it is necessary to make him aware of the main ideas and supporting details in any type of selection he may read and to teach him to arrange these items in order.

The preceding workbook has been presented as an aid to developing and improving silent-reading skills necessary in classifying and organizing material read.

The following test was given as a means of measuring how well the individual pupils who tried the workbook exercises had mastered the reading skills in which they had been drilled. A statistical analysis of the results accompanies the test. A study of the class intervals and frequency of scores shows that in general the pupils did well. There is the possibility, of course, that the test was not difficult enough to challenge the smarter pupils.

- Types of paragraphs
1. Introductory
 2. Explanatory
 3. Descriptive
 4. Factual

TEST ON SILENT-READING SKILLS
AND
READING COMPREHENSION

Directions; 1. Read each paragraph carefully and underline the topic sentence. 2. From the list following each paragraph choose the best answer and put the number of your choice in the () at the right.

I.

It was not in Western Asia and Egypt alone that civilization had its beginnings. Far across the mountains and deserts of Asia other people were also learning better ways of living. In the countries that we now call China and India, civilization developed at a very early time. However, a great distance separated these countries from Western Asia and Europe. Because of this, several hundred years passes before the civilization of the Far East was know to the Western countries. 1/

Type of paragraph

1. Narrative
2. Summary
3. Review
4. Introductory

()

II.

Transportation is very poor in most of China. Railroads and good roads are scarce. Most transportation is carried on by means of river boats and human porters. 2/

Type of paragraph

1. Factual
2. Summary
3. Review
4. Narrative

()

III.

Men hurry back and forth. Some carry bundles and boxes on their backs. In an open space before the inn, camels are kneeling to receive their loads. Quickly the boxes and bundles are changed from the shoulders of the men to the backs of the animals. When the load has been fastened the camel rises to take its place in the line that is being formed. The streets of Yumen are indeed crowded and busy! 1a/

Type of paragraph

1. Introductory
2. Explanatory
3. Descriptive
4. Factual

()

TEST ON SILENT-READING SKILLS AND READING COMPREHENSION

Directions: 1. Read each paragraph carefully and underline the topic sentence. 2. From the list following each paragraph choose the best answer and put the number of your choice in the () at the right.

I.

It was not in Western Asia and Egypt alone that civilization had its beginnings. Far across the mountains and deserts of Asia other people were also learning better ways of living. In the countries that we now call China and India, civilization developed at a very early time. However, a great distance separated these countries from Western Asia and Europe. Because of this, several hundred years passed before the civilization of the Far East was known to the Western countries. 1

Type of paragraph

1. Narrative
2. Summary
3. Review
4. Introductory

()

II.

Transportation is very poor in most of China. Railroads and good roads are scarce. Most transportation is carried on by means of river boats and human porters. 2

Type of paragraph

1. Factual
2. Summary
3. Review
4. Narrative

()

III.

Men hurry back and forth. Some carry bundles and boxes on their backs. In an open space before the inn, camels are kneeling to receive their loads. Quickly the boxes and bundles are changed from the shoulders of the men to the backs of the animals. When the load has been fastened the camel rises to take its place in the line that is being formed. The streets of Yumen are indeed crowded and busy! 3

Type of paragraph

1. Introductory
2. Explanatory
3. Descriptive
4. Factual

()

IV.

Nature favors agriculture in China. To China she has furnished the rich soil and the winds and the rivers to bring it down and spread it out. During the growing season she sends heavy rains so that the crops will have enough moisture. 2a/

Type of paragraph

1. Descriptive
2. Explanatory
3. Narrative
4. Introductory

()

V.

Therefore China must establish a strong centralized government and improve her system of education. She must change her methods of farming and industry, and build up her trade with foreign nations. In these ways China may once again become a dominant power in the Far East. 2b/

Type of paragraph

1. Introductory
2. Summary
3. Descriptive
4. Narrative

()

Directions; Read each paragraph carefully. Choose the best answer from those listed and place the number of your choice in the () at the right. Using the back of this paper, copy the central thought of each paragraph and list idea lines that tell about it.

I.

At the famous seaport of Shanghai, great quantities of manufactured goods from America are landed to be sent inland. From here leave the silk, tea, bamboo, and firecrackers which the Chinese send to our country. This city has large and modern factories which specialize in making cotton and silk. There are oil refineries in Shanghai and other industries as varied as those of any ordinary American city. 2c/

Central Thought

1. Oil refineries
2. Shanghai's textile industries
3. Shanghai's trade and industries
4. Shanghai's imports

()

IV.

Nature favors agriculture in China. To China she has furnished the rich soil and the winds and the rivers to bring it down and spread it out. During the growing season she sends heavy rains so that the crops will have enough moisture. So

Type of paragraph

1. Descriptive
2. Explanatory
3. Narrative
4. Introductory

()

V.

Therefore China must establish a strong centralized government and improve her system of education. She must change her methods of farming and industry, and build up her trade with foreign nations. In these ways China may once again become a dominant power in the Far East. So

Type of paragraph

1. Introductory
2. Summary
3. Descriptive
4. Narrative

()

Directions: Read each paragraph carefully. Choose the best answer from those listed and place the number of your choice in the () at the right. Using the back of this paper, copy the central thought of each paragraph and list ideas lines that tell about it.

I.

At the famous seaport of Shanghai, great quantities of manufactured goods from America are landed to be sent inland. From here leave the silk, tea, bamboo, and firecrackers which the Chinese send to our country. This city has large and modern factories which specialize in making cotton and silk. There are oil refineries in Shanghai and other industries as varied as those of any ordinary American city. So

Central Thought

1. Oil refineries
2. Shanghai's textile industries
3. Shanghai's trade and industries
4. Shanghai's imports

()

II.

Although it is counted as one of the countries of Asia, India is a land apart. Reaching far out into the Indian Ocean, it is surrounded by water on two of its three sides. Across the third side rises a double wall of mountains. Travel across these snow-covered mountains in ancient times being all but impossible, India was cut off from northern Asia. Mountains and deserts as well barred the road to western Asia. lb/

Central Thought

1. India an isolated country
2. India surrounded by water on two sides ()
3. India separated from other countries by mountains
4. India separated from other countries by deserts

III.

In very recent years an old city has been found buried far below the surface of the earth in the valley of the Indus River. The streets are carefully laid out. One of them is thirty-five feet wide. Well-built houses of brick stand along the streets. In the earth that has been dug up, many articles have been found. Among them are seals, pottery, weapons, tools, copper tablets and clay toys. Many of these articles are very much like those that have been found in Egypt and Babylonia. As a result of the discovery of this city we may now be sure that ancient India had a civilization of its own before people of other races entered the country. lc/

Central Thought

1. Finding ruins of an ancient city
2. Streets of an ancient city ()
3. Articles found in an ancient city
4. Existence of an old civilization in India

IV.

A steep hill rose out of the plain, and around the foot of this hill the city of Athens grew. On the hill, called the Acropolis, were temples and altars. In the time of war a general could watch from this hilltop for the coming of the enemy. On three sides the city was protected by mountains. On the other side lay the sea and the harbor town called the Peiraeus. The two cities were connected by the Long Walls. Citizens could pass safely between them even in time of war. ld/

Central Thought

1. Location of Athens
2. The city of Athens ()
3. The Acropolis
4. The Long Walls

V.

The market place is in the very middle of the city of Athens. At one end of the space are several beautiful buildings. In the center of the market are the tables where the country people and the merchants sell their goods. The smell of fresh bread and cakes fills the air. On one side the country people have their vegetables. The oil merchants, the fish merchants, and all the others have their own places. At one side are the bankers making change across their tables. Everywhere people are talking together, for this is the favorite meeting place for the men of Athens. A gentleman must spend part of each day here so that he may know what is being done and said in the city. 1e/

Central Thought

1. Tables in the market place
2. Things sold in the market place
3. Activities of the market place
4. Location of the market place

()

Directions; There are two ideas in the following paragraph. Each sentence is numbered. Make two lists of numbers, putting the correct numbers together to make two separate paragraphs. Arrange your two lists in logical order. Call your stories A and B.

1. The hollow stems are used as bottles, cooking vessels, for fuel, masts of boats, and houses. 2. The bamboo is used in many different ways. 3. The waterways, especially the Si and the Yangtze are sometimes as choked with boats as a city street is with automobiles. 4. The shoots are cooked and served like asparagus. 5. Thousands of China's poor live on the water. 6. There are boats for farmers, beggars, fishing boats, and pirates boats. 7. They are also pickled, candied, and then eaten. 8. Little children play with life preservers tied about them. 9. They are made into writing pens, baskets, and chairs. 10. We are especially interested in the groves of bamboo trees found in China. 11. In traveling through China you would notice the river life. 2d/

Story AStory B

Directions; Read the paragraph carefully and determine the order the author has used. Choose your answer from the list below and put the number in the () at the right.

I.

The Balkan states can be improved in several ways by the establishment of sound progressive governments, the extension of education, the improvement of agriculture by modern farming methods, and the development of forests, mines, and water power. All these things will mean an industrial growth and will lead to increased trade and the building up of each country's treasury. 2e/

Order

1. Enumerative
2. Time
3. Comparison
4. Cause and effect

()

II.

The people in the cold and temperate countries are the world's workers. They must keep busy during the warmer months growing crops and supplies to last during the winter season. Because they are energetic and hardworking, they have advanced. 3/

Order

1. Enumerative
2. Time
3. Comparison
4. Cause and effect

()

III.

The leaves are chopped into bits and scattered over the trays, where the silkworms eat them. After a few days of eating and growing, they split down the back, crawl out of their skins, eat more leaves, grow big, and again change their coats. Then they spin their cocoons, thus making silk thread. 4/

Order

1. Enumerative
2. Time
3. Comparison
4. Cause and effect

()

References:

The paragraphs in the above test were taken, with adaptations, from the following textbooks used by the children tested.

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 - 1a/ p. 209
 - 1b/ p. 212
 - 1c/ p. 208
 - 1d/ p. 210
 - 1e/ p. 113
2. MacGuire, Edna, The Past Lives Again, Macmillan Co., N.Y., 1943, p. 105
 - 2a/ p. 128
 - 2b/ p. 136
 - 2c/ p. 137
 - 2d/ p. 165
 - 2e/ p. 169
3. Spencer, P.R.; Gans, Roma; Fritschler, L.D.; Thought Study Readers, Lyons and Carnahan, Publishers, N.Y., 1930, p. 299.
4. Smith, J. Russell, Foreign Lands and Peoples, John C. Winston Co., Philadelphia, 1939, p. 238.

Analysis of Test Concerning Silent Reading Skills

Grouped Frequency Distribution -

<u>Class-Intervals</u>	<u>Frequency</u>	<u>Deviation</u>		
	f	d	fd	fd ²
37	4	12	48	576
36	1	11	11	121
35	1	10	10	100
34	3	9	27	243
33	2	8	16	128
32		7		
31	3	6	18	108
30	1	5	5	25
29	4	4	16	64
28	1	3	3	9
27		2		
26		1		
25	2	0	(-154)	
24		-1		
23	1	-2	-2	4
22		-3		
21	1	-4	-4	16
20	2	-5	-10	50
19		-6		
18	1	-7	-7	49
17	1	-8	-8	64
16		-9		
15	2	-10	-20	200
14		-11		
13	1	-12	-12	144
12	1	-13	-13	169
	N= 32		(-76)	2070
			Sum fd	
			= -76	

Range of Scores is from 37 to 12, a range of 25 points.

Computation of Median:

$$\frac{N}{2} = \frac{32}{2} = 16 \text{ (half-sum)}$$

$$\frac{13}{3} \text{ (sub-total)}$$

$$\frac{13}{3} \text{ (difference)}$$

$$3 + 4 = .75$$

$$\frac{x 1}{.75} \text{ (interval)}$$

$$.75 \text{ (correction)}$$

$$\begin{array}{r} 28.50 \\ + .75 \\ \hline 29.75 \end{array} \text{ Median}$$

Computation of Q:

$$Q_3: \frac{3}{4} \times 32 = 24 \text{ (partial sum)}$$

$$\frac{23}{1} \text{ (sub-total)}$$

$$\frac{23}{1} \text{ (difference)}$$

$$1 + 3 = .333$$

$$\frac{x 1}{.333} \text{ (interval)}$$

$$\begin{array}{r} 33.50 \\ + .33 \\ \hline 33.83 \end{array} Q_3$$

$$Q_1: \frac{1}{4} \times 32 = 8 \text{ (p.s.)}$$

$$\frac{8}{0} \text{ (s.t.)}$$

$$\frac{8}{0} \text{ (difference)}$$

Computation of Mean:

$$\text{Sum fd} = 78$$

$$78 \div N = 78 \div 32 = 2.44$$

$$\frac{x 1}{2.44}$$

$$\begin{array}{r} 25.00 \text{ Assumed Mean} \\ + 2.44 \\ \hline 27.44 \end{array} \text{ Mean}$$

$$\begin{array}{r} 19.50 \\ + .00 \\ \hline 19.50 \end{array} Q_1$$

$$Q = \frac{33.83 - 19.50}{2} = \frac{14.33}{2} = 7.165$$

$$Q = 7.17$$

Computation of Standard Deviation:

$$c = 2.44$$

$$c^2 = 5.9536$$

$$\text{Sum fd}^2 = 2070$$

$$2070 + 32 (N) = 64.6875$$

$$- 5.9536 c^2$$

$$\frac{58.7339}{58.7339}$$

$$\sqrt{58.7339} = 7.66$$

$$\frac{x 1}{7.66} \text{ (interval)}$$

$$\underline{\text{S.D.} = 7.66}$$

Computation of Median:

$$\frac{N}{2} = \frac{32}{2} = 16 \text{ (half-sum)}$$

$$\frac{13}{2} \text{ (sub-total)}$$

$$3 \text{ (difference)}$$

$$34 = .75$$

$$\frac{x}{1} \text{ (interval)}$$

$$.75 \text{ (correction)}$$

$$28.50$$

$$+ .75$$

$$\hline 29.25 \text{ Median}$$

Computation of Mean:

$$\text{Sum } f_x = 78$$

$$78 \div N = 78 \div 32 = 2.44$$

$$\frac{x}{1}$$

$$2.44$$

$$25.00 \text{ Assumed Mean}$$

$$+ 2.44$$

$$\hline 27.44 \text{ Mean}$$

Computation of Standard Deviation:

$$c = 2.44$$

$$c^2 = 5.9536$$

$$\text{Sum } f_x^2 = 2070$$

$$2070 + 32 (N) = 64.6875$$

$$- 5.9536$$

$$\hline 58.7339$$

Computation of Q:

$$Q_3: \frac{3}{4} \times 32 = 24 \text{ (partial sum)}$$

$$23 \text{ (sub-total)}$$

$$1 \text{ (difference)}$$

$$1+3 = .333$$

$$\frac{x}{1} \text{ (interval)}$$

$$.333$$

$$33.50$$

$$+ .33$$

$$\hline 33.83 Q_3$$

$$Q_1: \frac{1}{4} \times 32 = 8 \text{ (p.a.)}$$

$$8 \text{ (s.f.)}$$

$$0 \text{ (difference)}$$

$$19.50$$

$$+ .00$$

$$\hline 19.50 Q_1$$

$$Q = \frac{33.83 - 19.50}{2} = \frac{14.33}{2} = 7.165$$

$$Q = 7.17$$

$$\sqrt{58.7339} = 7.66$$

$$\frac{x}{1} \text{ (interval)}$$

$$7.66$$

$$8.74 = 7.66$$

No attempt to make an item analysis for the improvement of this test was made for the present study, as the purpose of this paper was to construct the workbook, not to build a test. As any test is only a sampling of what has been taught, all of the types of exercises appearing in the workbook were not tested. One addition that perhaps should be made, however, is a list of words to be alphabetized, similar to those found in the workbook.

The value of any test is in the use made of the results. Information gained from an examination of this sort should be used to determine an individual's deficiencies in the silent-reading skills and the necessary remedial work. The acquiring of these skills might prove to be the key to an individual's success in reading content subjects where previously failure has reigned.

Although all of the workbook drills were not tried out and only a small class was tested on the acquisition of reading skills, in general it was found that the brighter pupils did well and seemed to enjoy the work, whereas the slower pupils found much of it quite difficult. This would seem to indicate the necessity of more practices of the various types for the slower learning child.

Suggestions for further study.-- The exercises presented in the foregoing workbook might be improved by having three or four competent middle-grade teachers use them with their classes for a school year, make notations as to pupil results, and list suggestions for improvements. If it could be determined that these drills are a definite aid to a student in developing and improving reading skills, a second workbook, covering the continents of the Western Hemisphere, might be constructed in a similar fashion.

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